

# Hidden Valley Elementary School

## 2024-2025 School Accountability Report Card

(Published During the 2025-2026 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

<b>Admission Requirements for the University of California (UC)</b>	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state’s high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <a href="https://admission.universityofcalifornia.edu/">https://admission.universityofcalifornia.edu/</a> .
<b>Admission Requirements for the California State University (CSU)</b>	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <a href="https://www2.calstate.edu/">https://www2.calstate.edu/</a> .

### 2025-26 School Contact Information

<b>School Name</b>	Hidden Valley Elementary School
<b>Street</b>	
<b>City, State, Zip</b>	
<b>Phone Number</b>	(707) 890-3925
<b>Principal</b>	Michael Jablonski
<b>Email Address</b>	mjablonski@srcs.k12.ca.us
<b>School Website</b>	<a href="https://hves.srcschools.org/">https://hves.srcschools.org/</a>
<b>Grade Span</b>	
<b>County-District-School (CDS) Code</b>	49 70912 6095459

### 2025-26 District Contact Information

<b>District Name</b>	Santa Rosa City Schools
<b>Phone Number</b>	(707) 890-3800
<b>Superintendent</b>	Lisa August
<b>Email Address</b>	laugust@srcs.k12.ca.us
<b>District Website</b>	<a href="http://www.srcschools.org">www.srcschools.org</a>

### 2025-26 School Description and Mission Statement

Hidden Valley Elementary has been part of the northeast Santa Rosa community for more than 50 years. We serve over 500 TK–6th grade students in an inclusive environment that challenges and supports every learner.

We focus on strong academics, hands-on learning, and building a sense of belonging for all students. As a California Distinguished School and a designated STEAM and Maker School, our programs connect classroom learning to real-world applications through design thinking, environmental studies, and creative problem-solving. Our students consistently perform above district and state averages in English Language Arts and Math.

## 2025-26 School Description and Mission Statement

Our Regional Deaf and Hard of Hearing (DHH) and Extensive Support Needs (ESN) programs are central to our commitment to equity and inclusion. In 2024–25, the DHH program received the Spirit of Education Specialized Exemplar Award for leadership in inclusive education across California.

We also partner with the Boys & Girls Clubs of Sonoma-Marín and district Child Care to offer safe and enriching after-school programs.

At Hidden Valley, we set high expectations and provide the resources to help students meet them. Every child has the opportunity to learn, grow, and succeed in a community where they are valued.

## About this School

### 2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	83
Grade 1	63
Grade 2	62
Grade 3	79
Grade 4	59
Grade 5	54
Grade 6	68
<b>Total Enrollment</b>	<b>468</b>

## 2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.2
Male	49.1
Non-Binary	0.6
American Indian or Alaska Native	1.1
Asian	6.8
Black or African American	0.9
Filipino	1.1
Hispanic or Latino	33.3
Native Hawaiian or Pacific Islander	0.9
Two or More Races	10.5
White	45.5
English Learners	9.8
Homeless	1.5
Migrant	0.6
Socioeconomically Disadvantaged	37
Students with Disabilities	15.6

### A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	18.3	93.18	196.2	83.4	234405.2	84
<b>Intern Credential Holders Properly Assigned</b>	0	0	0.1	0.07	4853	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1	5.09	17.8	7.6	12001.5	4.3
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	2.4	1.05	11953.1	4.28
<b>Unknown/Incomplete/NA</b>	0.3	1.68	18.5	7.87	15831.9	5.67
<b>Total Teaching Positions</b>	19.6	100	235.3	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	21.5	91.53	213.3	80.66	231142.4	83.24
<b>Intern Credential Holders Properly Assigned</b>	0	0	3.5	1.36	5566.4	2
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	23.3	8.82	14938.3	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.9	4.21	2.6	1	11746.9	4.23
<b>Unknown/Incomplete/NA</b>	1	4.26	21.5	8.14	14303.8	5.15
<b>Total Teaching Positions</b>	23.4	100	264.4	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	20.8	87.41	211.8	76.32	230039.4	100
<b>Intern Credential Holders Properly Assigned</b>	0	0	5	1.8	6213.8	2.23
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1	4.2	21	7.58	16855	6.04
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	1.8	0.65	12112.8	4.34
<b>Unknown/Incomplete/NA</b>	1.9	8.35	37.9	13.66	13705.8	4.91
<b>Total Teaching Positions</b>	23.8	100	277.6	100	278927.1	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
<b>Permits and Waivers</b>	0.00	0	0
<b>Misassignments</b>	1.00	0	1
<b>Vacant Positions</b>	0.00	0	0
<b>Total Teachers Without Credentials and Misassignments</b>	1.00	0	1

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2021-22	2022-23	2023-24
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0.9	0
<b>Local Assignment Options</b>	0.00	0	0
<b>Total Out-of-Field Teachers</b>	0.00	0.9	0

## Class Assignments

Indicator	2021-22	2022-23	2023-24
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	8.6	0	4.5
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	15.3	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected: December 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	<p>The Collaborative Curriculum Design (CCD) units of study are an integral part of SRCS' comprehensive ELA curriculum. These standards-based units of study were developed over several years by SRCS teachers in response to the Common Core State Standards and the decision not to adopt a traditional ELA curriculum. They are designed to meet our students' interests and needs, and to be culturally responsive. Each unit of study within the CCD model is anchored on a cluster of interdisciplinary standards or learning goals. These integrated units support the teaching of ELA standards through the content of science and social studies. They are based on a collaborative, inquiry model of instruction with a focus on critical thinking and real-world problem solving that guide learners to higher levels of rigor and sophisticated thought. The SRCS Board of Education approved this curriculum in May 2020.</p> <p>Lucy Calkins Units of Study in Opinion, Information, and Narrative Writing. Units of Study to teach Opinion/Argument, Information, and Narrative Writing (BA 2016)</p> <p>95 Core Foundational Skills to teach Print Concepts, Phonological Awareness, Phonics &amp; Word Recognition, and Fluency (BA 2024)</p> <p>Designated ELD lessons from the CCD Units are used to provide content-rich and engaging ELD lessons.</p>	0
<b>Mathematics</b>	<p>All students are using a new state adopted curriculum. Students in grades Kindergarten through 5th grade are using Everyday Mathematics which is aligned with the Common Core State Standards. It reinforces math concepts through a variety of means and reviews previous concepts throughout the program. Our 6th grade students are using College Preparatory Mathematics. It is also aligned to the Common Core State Standards and provide students with a variety of ways to master the curriculum.</p>	0

<b>Science</b>	FOSS (Full Option Science System) is a research-based science curriculum for grades K-6 developed at the Lawrence Hall of Science, University of California, Berkeley. FOSS has evolved from a philosophy of teaching and learning that has guided the development of successful active-learning science curricula for more than 40 years. The FOSS Program bridges research and practice by providing tools and strategies to engage students and teachers in enduring experiences that lead to deeper understanding of the natural and designed worlds.	0
<b>History-Social Science</b>	Students begin their exploration of History/Social Science using the standards based Pearson Scott Foresman "California History/Social/Science" program from kindergarten through fifth grade. The McMillan/McGraw Hill "California Vistas" program is used in sixth grade in order to prepare students for middle school. Students learn about citizenship beginning in first grade, and in second grade, students explore the lives of both current and historical figures. The theme in third grade is continuity and change, with California the subject of student studies in fourth grade.  American History is the focus in fifth, while sixth grade emphasizes ancient world cultures. Woven throughout all grade levels is instruction in geography and the environment and their influence on culture.	0
<b>Foreign Language</b>	N/A	0
<b>Health</b>	Growth and Development instructional materials	0
<b>Visual and Performing Arts</b>	N/A	0
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A	0

Note: Cells with N/A values do not require data.

## School Facility Conditions and Planned Improvements

The district uses the Facilities Inspection Tool (FIT), developed by the California Office of Public School Construction, to evaluate the condition of each school. The FIT rates schools as good, fair, or poor and provides an overall summary rating of exemplary, good, fair, or poor. Detailed FIT results for each site are included in Section IV of the full SARC and are also available at the District Office.

Hidden Valley Elementary was inspected in October 2025 and received an overall rating of "Good." The school is maintained in good repair, with only a small number of non-critical deficiencies identified. These issues are isolated, the result of normal wear and tear, and/or already in the process of being addressed.

To support ongoing safety and maintenance, the site holds School Safety Committee meetings three times per year to review operational concerns, track repairs, and analyze current safety practices. In addition, custodial staff and site leadership use Incident IQ to submit work orders and manage maintenance needs efficiently. This system helps ensure that repairs and facility requests are documented, monitored, and addressed in a timely manner.

<b>Year and month of the most recent FIT report</b>	September 2025
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System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			

## School Facility Conditions and Planned Improvements

<b>Interior:</b> Interior Surfaces		X		
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	57	58	31	33	47	48
<b>Mathematics</b> (grades 3-8 and 11)	48	48	24	25	35	37

## 2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	262	256	97.71	2.29	57.81
<b>Female</b>	131	127	96.95	3.05	62.99
<b>Male</b>	130	128	98.46	1.54	52.34
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	21	21	100.00	0.00	80.95
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	86	80	93.02	6.98	36.25
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	28	28	100.00	0.00	67.86

<b>White</b>	118	118	100.00	0.00	67.80
<b>English Learners</b>	21	20	95.24	4.76	10.00
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	68	64	94.12	5.88	45.31
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	51	45	88.24	11.76	24.44

## 2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

<b>CAASPP Student Groups</b>	<b>CAASPP Total Enrollment</b>	<b>CAASPP Number Tested</b>	<b>CAASPP Percent Tested</b>	<b>CAASPP Percent Not Tested</b>	<b>CAASPP Percent Met or Exceeded</b>
<b>All Students</b>	262	255	97.33	2.67	47.84
<b>Female</b>	131	126	96.18	3.82	43.65
<b>Male</b>	130	128	98.46	1.54	51.56
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	21	21	100.00	0.00	76.19
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	86	79	91.86	8.14	27.85
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	28	28	100.00	0.00	60.71
<b>White</b>	118	118	100.00	0.00	55.08
<b>English Learners</b>	21	20	95.24	4.76	10.00
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--

<b>Socioeconomically Disadvantaged</b>	68	63	92.65	7.35	22.22
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	51	45	88.24	11.76	31.11

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

<b>Subject</b>	<b>School 2023-24</b>	<b>School 2024-25</b>	<b>District 2023-24</b>	<b>District 2024-25</b>	<b>State 2023-24</b>	<b>State 2024-25</b>
<b>Science</b> (grades 5, 8 and high school)	38.46	41.51	18.14	18.18	30.73	32.52

## 2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	56	53	94.64	5.36	41.51
Female	26	24	92.31	7.69	45.83
Male	30	29	96.67	3.33	37.93
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	18	15	83.33	16.67	26.67
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	23	23	100.00	0.00	47.83
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	22	19	86.36	13.64	15.79
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	11	8	72.73	27.27	--

### B. Pupil Outcomes

#### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

## 2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	96.60%	96.60%	96.60%	96.60%	96.60%

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

#### 2025-26 Opportunities for Parental Involvement

Hidden Valley Elementary offers many ways for parents to be active partners in their child's education. Teachers welcome family involvement in the classroom, including assisting with activities, presenting, and chaperoning. Parents also support schoolwide programs and enrichment opportunities that strengthen the overall student experience.

The Parent Faculty Organization (PFO) is a key part of our community. The PFO coordinates volunteers, organizes room parents, supports classrooms and the library, and provides supplemental materials and programs. Families interested in participating in PFO activities or volunteer opportunities can contact the school office or reach the PFO at [hvsopresident@gmail.com](mailto:hvsopresident@gmail.com)

Parents also have opportunities to contribute to school planning and decision-making. The School Site Council (SSC) includes elected parent representatives who help develop the school plan and guide budget decisions. Additional advisory groups—such as the English Learner Advisory Committee (ELAC), the Healthy Pathways Committee, the Technology Taskforce, and the Facilities Master Plan Committee—invite parents to help shape schoolwide initiatives. Our Deaf and Hard of Hearing (DHH) team further supports family engagement by offering education evenings and community outreach.

Parents can stay informed and connected through our monthly Coffee with the Principals, where families are encouraged to ask questions, share input, and learn more about school programs and priorities.

## 2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	488	481	64	13.3
Female	246	241	35	14.5
Male	240	238	29	12.2
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	33	32	0	0.0
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	161	158	27	17.1
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	51	51	6	11.8
White	220	217	25	11.5
English Learners	50	48	5	10.4
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	198	194	40	20.6
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	80	80	18	22.5

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

### C. Engagement

#### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

## Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
2.35	4.13	1.64	3.66	4.29	3.31	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.08	0.02	0.04	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.64	0.00
Female	1.22	0.00
Male	2.08	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.86	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	5.88	0.00
White	0.91	0.00
English Learners	2.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	2.53	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	3.75	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2025-26 School Safety Plan

The 2025–2026 School Safety Comprehensive Framework from Santa Rosa City Schools focuses on creating a safe, inclusive, and supportive environment that promotes both academic success and student well-being. Guided by the values of embrace, engage, and empower, the framework outlines nine key areas of focus. These include strengthening campus security through controlled access and surveillance, ensuring adequate safety equipment, and providing staff with training on safety procedures and wellness. The plan also expands mental health supports—such as counseling and conflict-resolution programs—and emphasizes close collaboration with first responders and community partners for coordinated responses to emergencies.

To ensure preparedness, the framework includes a multidisciplinary threat assessment process, standardized emergency response protocols, and the use of the Incident Command System (ICS). Reunification and recovery procedures are also detailed to help schools restore normal operations after a crisis, with attention to both emotional and logistical support for students and families.

The plan incorporates continuous improvement by regularly updating emergency procedures, conducting drills, and aligning safety needs with the district’s Facilities Master Plan. It highlights the shared responsibility of staff, families, students, and community partners in maintaining a culture of safety. By addressing physical, emotional, and systemic components of school safety, the framework reinforces the district’s commitment to a coordinated, data-driven approach that supports secure and successful learning environments across all campuses.

## D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

## 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	17	2	2	0
1	25	0	3	0
2	22	0	3	0
3	16	1	3	0
4	18	1	3	0
5	18	1	2	0
6	24	0	2	0
Other	0	0	0	0

## 2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	11	5	1	0
1	13	4	0	0
2	19	1	3	0
3	22	0	3	0
4	22	1	2	0
5	21	1	2	0
6	17	1	2	0
Other	0	0	0	0

## 2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	14	2	1	
1	16	3	1	
2	16	2	2	
3	16	2	3	
4	30		2	
5	18	1	2	
6	23	1		1

## 2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	456

## 2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.4
Social Worker	
Nurse	0.3
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	

## Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$4,370.73	\$(2,376.10)	\$6,746.83	\$112,183.76
District	N/A	N/A	\$6,489.50	
Percent Difference - School Site and District	N/A	N/A	3.9	
State	N/A	N/A	\$11,146	
Percent Difference - School Site and State	N/A	N/A	-45.9	

## Fiscal Year 2024-25 Types of Services Funded

The School Site Council (SSC) oversees the school supplemental discretionary funds. The SSC has set a budget that includes: beyond the school day tutoring in math and reading, web based applications for the primary students, both during the school day and at home for practice and technology. The SSC members establish guidelines and priority spending for supplemental funds. Parents are encouraged to run for our School Site Council (SSC), working to help develop a school improvement plan and make financial decisions. In addition, we have a strong English Learner Advisory Committee (ELAC) which advises the SSC. ELAC members are an integral parent group at Hidden Valley, helping and supporting our students and teachers, informing parents of critical information, and helping to improve our school.

## Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>		
<b>Mid-Range Teacher Salary</b>		
<b>Highest Teacher Salary</b>		
<b>Average Principal Salary (Elementary)</b>		
<b>Average Principal Salary (Middle)</b>		
<b>Average Principal Salary (High)</b>		
<b>Superintendent Salary</b>		
<b>Percent of Budget for Teacher Salaries</b>		
<b>Percent of Budget for Administrative Salaries</b>		

## Professional Development

The LEA provides various professional development opportunities for staff:

**Grade-Level Collaboration:** Grade-level teams meet twice a year to align instructional practices.

**Monthly Curriculum Support:** Teachers receive monthly guidance on curriculum implementation and strategies for effective first instruction.

**Math Training:** Staff participated in two additional math sessions emphasizing engaging practices from the new math framework.

**Support for Multilingual Learners:** Collaborative opportunities to address multilingual learners' needs are offered multiple times annually.

**Specialized Programs:**

Transitional Kindergarten and Kindergarten teachers engaged in the Pyramid Model project to address challenging behaviors and build young children's social skills.

Expanded Learning Opportunity programs provided training for site leaders, after-school professionals, and summer teams, covering inclusive practices, de-escalation strategies, registration support, best practices, and team building.

**District-Wide Professional Development:**

Two annual professional development days are provided for certificated and classified staff. This year's focus included school safety through Essential 5 and reviewing Comprehensive School Safety Plans.

Ethnic Studies training is offered at three levels: Ethnic Studies 1.0, 2.0, and 3.0.

Elementary administrators meet bi-monthly to align Tier 1 practices using district-adopted curriculum.

**Math Redesign:**

Professional learning focused on district-wide coherence from elementary through 12th grade, emphasizing culturally relevant math modeling, formative assessments, Building Thinking Classrooms, and Boaler's strategies for fostering a growth mindset and positive math identity.

Training supported the implementation of the New California Math Framework at school sites and for leadership teams.

At Hidden Valley, staff and teachers have received a large variety of trainings and professional development opportunities over the past two years. Teachers have received technology training for our new Interactive Flat Panel T.V.'s, learned how to Program Monitor our EL students through the Ellevation Program, Behavior Management, Tier I training, training on our student information system Aeries on new report card protocols. Teachers have had a Walk to Write professional development day, reviewing student writing from Transitional Kindergarten to 6th grade. On Nov. 1st of this year, all staff received a comprehensive training on School Safety and Emergency Preparedness including the new Essential Five emergency response actions and site specific protocols and procedures.

# Professional Development

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	2	2	2